



THE BULLETIN OF

The Institute of Child Study

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Editorial Comment

FOUR TIMES A YEAR we drop about a thousand copies of the *Bulletin* into the mail; and four times a year we wonder whether the *Bulletin* is read and whether those who read it find the material interesting and of value. We are anxious to know what you think of the *Bulletin* and what you would like to see in it. We welcome your comments, criticisms, and questions. Disagree with us as much as you like but let us know about it. Should there be comments from our readers that we judge to be of interest to other than the editors we should be glad to pass them on to you in a section of the *Bulletin* which we could call "Readers' Comments." Please sign your comments and let us know whether we may use your comment and your name.

In this issue, two of our Parent Education staff present material on two very practical areas of family life—safety and money. Mrs. Johnson calls on the wealth of her long experience with parents to provide suggestions that we hope will reduce the terrible toll of home accidents. Mrs. Foster has for a long time been interested in how money is managed in the family and how this management affects parents and children. She has been collecting information from many parents and in her article shares some of it with us. What she has found raises a number of questions. Perhaps our readers have some of the answers.

Whenever an Institute staff member delivers a lecture which attracts attention and comment, we are tempted to make it available for a wider audience. In the condensation which our limited space requires the personal features of the spoken word are sometimes lost. One of your editor's recent lectures is handled thus in this issue. Perhaps readers will think that in this form it is worth the space we have devoted to it, perhaps not. We shall be glad to have your comments.

KARL S. BERNHARDT

Concerning the Institute of Child Study

THE STAFF

ONE WAY in which our readers may find out about the Institute of Child Study is to try to read between the lines of the various articles which appear in the *Bulletin*. We flatter ourselves that there are people who would like to hear directly about the growth and programme of our various divisions. We think that parents will like to know the background of our work, and that teachers, psychologists, and research workers will be interested to compare our organization with their own. In this issue we shall start to acquaint readers with the Institute by giving a brief picture of its development from its beginning. In succeeding issues of the *Bulletin* we shall give more detailed accounts of the various divisions and their activities.

Begun in 1926 as a research centre for child development and conducted by the University of Toronto, the Institute was first known as St. George's School for Child Study. It came into being largely through the efforts of Dr. C. M. Hincks, Director of the National Committee for Mental Hygiene, and Professor E. A. Bott of the Psychology Department, University of Toronto. The grant with which it started was one from the Laura Spelman Rockefeller Memorial, and over the years grants for its continued efforts have been made through, among others, the Carnegie Corporation, the Canadian Red Cross, and, more recently, the National Department of Health and Welfare of Canada. The research laboratory has been the nursery school. It began with about a dozen children of staff members and other people interested in the project. The staff was a mere handful, with Dr. William Blatz as Director.

Dr. Blatz directs the Institute today; his concept of security, developed over the years, is and has been the core of the Institute's philosophy. Child study in those days was almost as young as the Institute, and its staff and students learned, not by books, but by experience. Our programme and our thinking have grown gradually along with the world-wide expansion of child study knowledge.

Parent education has been from the earliest days an integral part of the Institute along with the nursery school and research. Parents have contributed importantly to our knowledge of children; we think largely of parents as putting to use our tested findings.

From time to time the Institute has modified its programme to meet special demands. During the "Regal Road" project the development of

the school-age child was studied. In 1934 the Institute was called upon to plan for the care and training of the Dionne quintuplets; at the same time it was possible to gather data on the early years of these famous sisters. During the war emergency the Institute assumed the training of workers to staff Wartime Day Nurseries in the province and worked with the Committee for British Overseas Children to care for British evacuees here in Canada. The staff then also established in Birmingham, England, the well-known Garrison Lane Nursery Training Centre.

In 1953 a five-year mental health grant was made to the Institute by the National Department of Health and Welfare of Canada to further research in mental health. This grant made it possible to expand the St. George's School of the Institute to include an elementary school. This was accomplished by the closing of Windy Ridge private school, which was under the direction of Dr. Blatz, and incorporating teachers and pupils into the new St. George's Elementary School. The first pupils attended from kindergarten to grade III and each year a class was added as the children progressed, until there were six grades. In order to house the School a new wing was added to the Institute, the building made possible through the generous donations of parents and friends.

To have 140 children from 3 to 12 years of age living within its walls has greatly enriched the Institute's research studies. From the beginning our interest has been in understanding the individual child as he grows up and in searching out those things in the lives of children which contribute to their well-being.

Today, after 32 years, "Child Study" is a fully fledged faculty of the University of Toronto with a staff of forty including members of several disciplines: university teaching staff, nursery and elementary school teachers, psychologists, research associates, parent education leaders, a nutritionist, and a physician. Now engaging in child study are students from psychology, social work, medicine, nursing, and household economics, as well as teachers-in-training and parents. A large body of knowledge has grown up in the field, requiring child study specialists to keep abreast of the times.

We like to think that the participation of our children and their families, our staff, and the students in our project may contribute to the mental health of community living. However, our work has just begun and the goal of the Institute remains the same, namely to learn the facts which will lead to a greater understanding of children and to interpret these in a way useful in homes, schools, and the community at large.

Building Security in a Changing World*

KARL S. BERNHARDT

"WE LIVE in a changing world" is one of those familiar statements that we all accept without thinking very much about their meaning to us and to our children. Much the same can be said about "security." We talk about secure and insecure children, for instance, without exploring and questioning the meaning of the terms. This article proposes to examine the implications for parents and children of each of these concepts: "a changing world" and "security."

Change in our world is a fact with which we are all familiar. Some of us have lived longer and have seen a lot more change than others, but even our young people are aware of drastic changes in patterns and ways of living. Then too, change is inevitable; it is inevitable because we are the kind of people we are: learners, wanting to know and find out, and dissatisfied with our present knowledge.

Not all changes are necessarily good or desirable in terms of standards of human welfare, mental health, or happiness. It is sometimes assumed that any technical advance is automatically good for people. However we know that the creation of a greater variety of "things," a so-called higher standard of living, does not necessarily mean greater human happiness or welfare. For example, when a housing development in Great Britain moved some hundreds of people from the worst possible dockyard slums into new homes in a new area, the physical surroundings were infinitely better, and yet there were symptoms of discontent. The happiness of these people depended on more than physical conditions in their environment.

Each change in our world brings many other changes in its train. For example, the discovery of the wheel was a kind of landmark in human progress; it started a whole series of changes that have gone on ever since. Thus the wheel has drastically changed our lives. This is what happens with any discovery, whether in the realm of technology or that of human relations. Something is started that never stops. When we think of the series of changes brought about through the discovery of various forms of power and communication, we can even get a little frightened. We realize, sometimes, that we are living right in the middle of rapid change and wonder if there is anything solid and permanent about us.

Now things seem to happen much more quickly in the realm of tech-

*From an address given by Dr. Bernhardt, Editor of the *Bulletin*, to the Toronto Nursery Education Association.

nology than in the realm of behaviour and human relationships. In the latter, psychologists, sociologists, and anthropologists have been making a valiant effort to keep up or catch up; yet they still lag far behind. The reason for this is that the results of technological research are useable immediately: all we need is a machine and to know which knob to turn! But when discoveries about human nature and interpersonal relationships are made, we cannot merely have a box built, complete with knobs, and be able to use this knowledge by turning a dial! We have to assimilate the knowledge and learn how to apply it to different individuals and situations. This is the reason why methods of child training are very slow in changing. People must have time to test the effects of new approaches. In the meantime we hear, "Let's go back to the good old days when things weren't so difficult and we were surer of things," and "Back to the woodshed technique!" and "What's wrong with the use of fear? It gets better and quicker results than these new-fangled ideas." These statements are made, I think, because we feel more comfortable with the old and familiar.

What are some of the changes in family patterns and ways of living that teachers should understand in order to be of more help? The emancipation of women was an important event. It has resulted in working mothers. It has changed ideas about family government and has led to confusion about democratic procedures in the family, and about the meaning of "partnership" between husband and wife. Families have also become less permanent and more mobile. All these interconnected changes mean that families today are not the solid base for emotional security that they used to be.

Technological advances, too, have brought about great changes. Families do less of their own necessary work within their own walls. There are shorter working, and longer playing, hours; these affect family living patterns. Families are not the self-contained units that they once were, but lean more on the state and community for care of their members, whether young, old, sick, disabled, or unhappy. One of the most unfortunate results of technological change on our way of living is the stress on "winning." Let us hope that at least for pre-school and young school children we may arrange experiences which leave out competition. Another undesirable change brought about by preceding changes is the artificial stimulation of wants through advertising, which leads people today to emphasize values which are primarily materialistic.

What is the significance of all these changes? Family living and child care, being more complex, now require infinitely more thought, study, and effort. Forty years ago, Watson talked of drilling into an individual, by repetition, a few basic patterns of thinking, feeling, and acting which

would serve him for his lifetime. Now we try to help a child develop flexibility, understanding, an approach to problems, and a way of looking at meaning, purposes, values, and ideals.

These emphases in our training of children point right to the core of our concept of security: that a secure individual, whether infant or adult, is able to meet everyday situations with poise and equanimity. A secure person will adventure, launch forth into new experiences and tackle new problems. He does not need to be successful in all of these ventures, however, but rather he accepts his failures along with his successes, in terms of his own efforts and in terms of the meaning of those failures in relation to those efforts. He moves on to each new problem with equanimity, meeting whatever comes, be it success or failure, with eagerness and confidence, and always accepting the results of his effort without distortion or regret. This, I think, is an individual who can live in any kind of world.

What is a suitable environment for this individual in the making? One thing we know we need to give him is a comfortable, stimulating, safe, and interesting setting for learning and living. This he needs particularly while he is young, as we know from our knowledge of the relation between early experiences and later adjustment. While a child is young we are establishing for him a kind of bank account on which he can draw. He can do all kinds of useful things with this bank account. He can develop a trust in people. Such trust is greatly lacking today, whether between neighbours, between husbands and wives, or between parents and children. The adults who never let a child down, who are on his side, dependable and consistent, are paying in to his bank account of trust towards other people. Nursery school teachers can contribute to this feeling of trust in the same way as parents, by believing in a child, by treating him always as an individual who can learn to do things for himself, who is going to *be* somebody. If adults really believe these things of a child, then *he* believes them too and develops the very necessary trust in himself and a feeling of confidence in his own self-worth.

Another aspect of security building is freedom from restraint, freedom to choose to do or not to do as he pleases, as a balance for the certain restraints necessary for the well-being of the child and of others. A child gains this sense of freedom through his creative efforts, through carrying out his own ideas in his own way. He gains a sense of freedom and feeling of confidence in himself through his imaginative play; here he is free to pretend whatever he pleases, without being questioned as to its reality. When he says the chair is an automobile, then it *is* an automobile. I think we sometimes do not realize the important feeling of power a child gains from engaging in his own fantasy.

But in addition to warm, accepting, dependable adults, and a certain

freedom from restraint, a child needs stimulation in building skills; by this I mean not only physical skills, but also *mental* skills such as understanding, insight, and knowledge. To develop these skills a child needs to have plenty of problems with which he can struggle, and thus taste discovery and insight. As for imparting knowledge to a child, I wonder if we haven't been unnecessarily afraid lest a child's world of factual information be expanded with what we have said "belongs" to later years. Do we *tell* children of pre-school age enough facts? Our eyes and our ears will tell us what they are ready to "take"; if we give them the opening, they surely ask for knowledge. Security is thus contributed to by a solid foundation of facts which a child acquires through seeing, exploring, feeling, and doing, but also through listening to adults.

The picture would not be complete without referring to our well-known theory of consequences. A child is helped to develop security by acquiring surely and steadily an understanding of the demands and restrictions of social living, of the satisfactions to be gained by fitting in with those demands, and of the disadvantages of trying to battle them.

The above points which I feel are essential to building security apply of course to both home and school. They may sound simple, but they are not easy to put into practice. There is always the temptation in home and in school to think of "how we look to others." It is nice to present a picture of smoothly running efficiency. However, we must always keep the *child*, rather than the picture, as the focus of our efforts. We may present an exterior which looks excellent, and yet not be building security for each child in the school. A music group may seem charming, yet may leave two or three children feeling pushed out and inadequate. A family can look wonderful yet fail to meet the needs of each member. We need to keep ever in our minds the *individual child* and try to give him what he needs in order to grow secure.

Learning to Live Safely

FRANCES L. JOHNSON*

EDUCATION IN SAFETY is essential in the world today. We live in a culture where speed is a fetish. We are surrounded by automatic devices of all sorts. Designed to make living easier and more pleasant these can add to the hazards of life unless knowledge of their management keeps pace with the technological advances which make them possible. But the old hazards, such as traffic, fire, sharp instruments, and poisonous stuffs, are still with us and must be met by each individual as he grows up from infancy to adulthood. The problem facing parents and teachers responsible for guiding children is a grave one. How are children to develop the judgment necessary to manage themselves, and the multitude of things and situations they meet, efficiently, confidently, and safely?

The first essential is *protection until a child is ready for experience*. This means barricading both top and bottom of stairs for a creeper; seeing that there are no pins, buttons, or other dangerous objects on the floor; providing toys which can be readily cleaned and which have no sharp edges to hurt. Toddlers and runabout children need enclosed play spaces which are safe (and so provide peace of mind for a parent). The utmost care and supervision while bathing and dressing children are essential. Sudden spurts in development may take a parent unawares. One mother did not realize her child could get into the bathtub unaided until the day when she had misadvisedly run hot water into the tub and was then called to the telephone. Screams brought her hurrying back to find a badly scalded child. Many a mother first learns that her baby is able to roll over on the bed by his fall to the floor. We must, however, accept the fact that too much protection, continued for too long, interferes with the satisfaction of the desire to explore and investigate. Play spaces must expand as a child grows so that he may learn to manage himself and the world and have freedom to try out his developing powers.

Even with careful supervision and taking the utmost precautions to avoid accidents, some unpleasant and painful experiences are inevitable; however these can help to develop children's judgment when used wisely as learning situations. Brian, aged four, an adventurous and agile child, called to his mother "Look where I am!" He was perched on top of the garage roof, astride the ridge. Mother, understandably disturbed, ran over and stood below shouting, "You can't do that! You can't!" But he had—

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there he was! Ordered to come down, warned in excited voice that he would fall, he caught some of his mother's apprehension and his pride of achievement was replaced by realization of his precarious position. He became a badly frightened, screaming child—quite incapable of doing anything to help himself. Fortunately a neighbour arrived with a ladder and the problem was solved.

The situation could have been handled differently. Brian's mother could have recognized his prowess by saying, "How high up you are!" and then, "Now we will have to see about getting you down." Instead of becoming excited, mother and child could have worked together on solving the problem. It is good practice to think, "What can I do?" when an emergency arises, rather than becoming excited and therefore ineffective.

Marilyn's experience at four was different. Knocked off a wharf by a frolicsome puppy she bobbed to the surface to find her mother beside her. She was quickly put ashore with the remark "Sandy thought you wanted to go for a swim! He didn't know you were all dressed up. Now we will both have to get into dry clothes." Tears which had started dried up and Marilyn turned to Sandy saying, "You didn't know." An accident which could have produced fear of both water and dogs was turned to good account.

After protection comes *instruction and explanation*. Most dangerous situations are potentially dangerous only, so that, when safety rules are drawn up, carefully explained, and consistently observed, what might have been dangerous becomes safe, made so through knowledge put to use. A jungle gym is a potentially dangerous piece of equipment; children are taught to handle it carefully. Knowledge of how and when to act is important and this is acquired through instruction, explanation, and practice.

Much can be done in the way of *example* as a child watches adults following safety rules while using equipment in the daily round. This example is even more effective if an adult takes time to explain briefly each act: how to use electrical appliances properly, how to light and blow out matches, how to use knives, and, later on and for boys particularly, how to handle guns and hand and power tools. Much learning can go on before a child is permitted to use potentially dangerous equipment himself. Methods will be absorbed.

Then comes the next step: *practice under supervision*. This ensures that the rules are understood and followed to the letter. Let us take crossing the street as an example. A parent will of course initiate training when he is fairly sure that his child can understand and profit by instruction. The child who, when his mother tried to show him how to look up and down the street, simply shook his head violently from side to side was

obviously not ready to learn how to cope with traffic. A mother, then, first holds her child's hand, points out the traffic lights, explaining them clearly and briefly while they change. Mother and child then cross together, still holding hands. These actions will be repeated several times and on different occasions. The mother makes sure that the child is listening and gives her explanations and directions simply and positively. As the child begins to understand, comments on his growing comprehension will encourage him in mastering this skill. When the child can give the explanations himself and shows that he understands, it is time for him to demonstrate that *he* can take his *mother* across. Next the parent watches while the child crosses alone—this step may be repeated many many times before the parent can be sure the child has learned thoroughly.

Finally the child is *trusted to manage alone*. But, children being as they are, we can still expect experimentation and mistakes. *Consequences* must then be employed to emphasize the necessity of care in handling dangerous situations. A parent may have to revert for a time to assisting a child in what he had managed alone, until he feels the child is ready to try again to prove himself responsible. For instance, a wandering child who does not stay within the geographical limits set may have to return for a time to remaining in a fenced yard, on the verandah, or even indoors. Knives may have to be put away until Bob is ready to try to use them with the care that is essential. This is the difficult time, when parents must continue to be on the alert for possible errors, so as to be ready to protect their children from too severe consequences and to reinforce learning through such logical consequences as are mentioned above.

As children grow older our concern is with different kinds of situations. How can we protect them from, and then teach them to manage, undesirable experiences with people? How can they learn to discriminate between those who are well disposed towards them and those who might do them harm?

An important safeguard is of course a parent's alertness to his child's whereabouts and activities. As the child grows, however, he must learn to fend for himself. We do not wish to build in him a general distrust of others. A good rule to make is that before going anywhere, in a car or otherwise, with *anyone*—known or unknown—a child inform his parents. This procedure itself discourages an undesirable person, and it can be a family rule that father, mother, and children inform each other of their whereabouts. Often parents will not permit a young child to go elsewhere because they simply do not know his companion or consider the companion too old, too adventuresome. When we forbid there must be a good reason which is acceptable to the child.

Every situation will be dealt with individually. One parent discussed

hitchhiking with her teen-aged daughter. The daughter saw the possible hazards and agreed not to thumb rides. Later, however, when it was found that the entire camp staff used this method to go to town, it seemed safe, on consideration, to change the rule to "hitchhiking only done in pairs."

Many parents forbid or show a dislike of companions without valid reason. A sensible approach is to encourage children to bring their friends home and truly make them welcome. Effort should be made to be unbiased in judgment and to look for good points. Children choose their friends to fill a present need. If parents find out what that need is, they may appreciate the choice more. If it is decided that a friend may really lead a child into trouble, fears should be explained to the child, saying frankly that people judge a person by the companions he keeps and that every recognized member of a group is held responsible for group activities. When we have trained children in making decisions on the basis of facts we can count on their judgment, but not if we allow ourselves to become emotional and critical in a personal way.

A mother who had attended groups in child study for a number of years, and had learned to approach her problems with her children thoughtfully, reported this experience which gives food for thought. Her teen-aged boys brought Joe home after school and asked that he remain for dinner. Joe was unprepossessing in appearance but full of entrancing ideas for play, and knowledgeable beyond his years in the ways of nature. He remained for dinner and behaved well. Next morning a neighbour phoned to say that she had seen Joe with the boys and felt that their mother should know about his family. He had two sisters who seemed all right, she reported, but his father and three brothers were in and out of jail periodically. The neighbour was thanked for the information, but no action was taken. The friendship continued. Joe distinguished himself as a pilot during the war and is now a respected businessman. We know that all experiences contribute to personality growth. Perhaps this one family provided a worthwhile experience during Joe's early years which made up for the rejecting attitude of the neighbourhood. This mother had the courage to assess Joe on facts, rather than on hearsay.

A burning question with parents of teen-agers is learning to drive. Driving is almost an essential accomplishment in the present age. Schools have recognized the problem and many are giving driving lessons. This is good, since, as is pointed out by experts, parents tend to be impatient with mistakes and to pass on to their children their own idiosyncrasies in driving habits. If the school a child attends does not afford the opportunity for lessons, it is hoped that his parents will consider engaging a professional teacher and confine themselves to being good examples in

observing the rules of the road! Whether or not children are to be trusted with a car even though they have a license to drive is a difficult decision to make. It is not only a question of efficiency in handling the car; individuals need experience in estimating the reactions of others, in foreseeing the effect of their actions on others, and in making quick decisions.

Consideration for others is of paramount importance though it may seem strange to class this as a safety measure. But consideration of others will make a person hesitate to cut in and out of fast-moving traffic, to get out of the car without checking oncoming traffic carefully, and to blind other drivers with heavy lights at night. The safe good driver shows not only judgment but also consideration. After all, are we not teaching consideration for others as well as providing for safety when we ask children to pick up their toys from the floor, to carefully tidy up glass broken through an accident, to remove their bicycles from the sidewalk?

In teaching safety from infancy to adulthood there are principles which are effective at any level. Parents should provide:

- (1) a good example in *always* observing safety rules;
- (2) protection until a child is ready physically, emotionally, and mentally for the experience;
- (3) instruction—given casually in the course of everyday living, given specifically when a child is ready for a new experience;
- (4) practice under supervision so faults can be corrected and a good pattern set—there may thus be assurance that safety rules have been not only learned by rote but incorporated into a child's way of living;
- (5) opportunity to carry on alone when training is considered adequate;
- (6) continued awareness as to progress or lack of progress in responsibility;
- (7) temporary deprivation of the privilege of carrying on alone when safety rules are disregarded, accompanied by a period of re-training;
- (8) opportunity to try again to prove knowledge will be put to use and responsibility accepted.

Accidents may still happen because of fortuitous circumstances and the behaviour of others, but the person responsible for training will have done his part in preventing accidents and contributing to safety.

The Family and Money

NAN FOSTER*

AS FAMILIES USE MONEY more and more as a means of procuring the goods and services which were formerly provided by their own members, the management of family finance becomes increasingly important. A casual observer notes differences in the ways that families handle money questions. In one family there is an open frankness between members, in another there may be hesitation and embarrassment, and in another there may be deceit and resentment. In one family either the father or the mother seems to make all decisions and all matters concerning money are referred to him or her for settlement. In another family, questions seem to be managed easily and pleasantly by a process of all members talking things over. The way in which families handle their problems of money administration is one indication of how they function as families. Dictatorial attitudes about money towards children or between spouses may go with a general dictatorial atmosphere; a family that handles its money decisions democratically seems to be generally democratic in the way in which it meets its everyday problems.

Little is known from research about the way families manage their money. Yet this is a topic of extreme interest to parents in study groups. Forty-two such parents, most of them mothers, answered a questionnaire about money; they thus furnished us with data which give us a few interesting clues as to how money is being handled in some present-day families. The parents themselves were naturally also interested in our findings.

If families *are* becoming more democratic in money matters, we should expect that more of these would be handled by father and mother and children together than had been in the past. We find that 26 of the 42 individuals questioned now manage money jointly with their spouses; they report that 19 of *their* parents planned together in this way. What about the children? Do they take more part now in such planning with their parents? About a quarter of the group said they were included in such discussions when they were children; over half of the members whose children are now five years of age or over are involving them in chats about family money matters. Results thus seem to show that where

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today's parents plan money matters together slightly more than their parents, they now include the children to a considerably greater extent.

What kinds of questions are discussed in these families? A great variety was mentioned. Families talked over the pros and cons of various individual purchases; they planned Christmas presents and family donations to charity; they weighed up the available money against needs of the various members for winter clothing; they planned how to pay for a wedding in the family; they wondered about the advantages and disadvantages of renting a room in the home; they agreed to buy a television set rather than an outboard motor; they planned payments on a new house (a nine-year-old here offered his savings); they wondered together whether father's raise could permit everyone a raise in allowance! Some parents may be a little startled at what they may consider the "personal" or "private" nature of these topics. Yet many parents have noted the pride and satisfaction their children show when they are thus considered as important members of the family unit; their contributions to family conclaves become all the more pertinent and valuable.

Many other subjects must arise with older children than were in this study—subjects such as insurance plans, mortgages, family allowances, pensions, and investments. Do children learn about these things at school? Does the home help in the teaching?

Since handling money matters in a family today is more complicated than it used to be, we wondered what techniques or systems of planning families were using. To what extent did people use a budget plan? From our question we found that 12 of the 42 members used this system. Yet other families must use some kind of plan; what do *they* do? We need to know more from parents themselves here. There seems to be a variety of ways in which income and expenses are planned; some families use a rigid budget system, with exact amounts estimated for every kind of expenditure; others have evolved a more elastic system and can pare down one amount when another expense is greater than expected. Some families apparently have a clear idea of income, but a very haphazard notion as to actual expenditures, savings, or ways of meeting emergencies. Some families blithely make their large purchases on time and let the credit companies work out their monthly bills! How many husbands have a systematic way of planning finances but don't let their wives know of it? How adequately could such mothers undertake the management of finance for their families were they suddenly forced to do so?

Another question of interest to us was: do young couples talk over finance before marriage, or later? Our answers to this question show that 9 of the group had done this; 9 more had worked out the problem in the first year of married life; and 7 more in from 2 to 10 years. (Seventeen

members failed to fill in this part of the questionnaire.) It is generally agreed that money can be a difficult area of adjustment for couples. It would seem from our study that few people discuss the management of money before marriage. More might do so if they had been accustomed to it as children. Should not young people be encouraged to think about and discuss this question during engagement?

One part of our questionnaire dealt with allowances—the means by which children learn the value of money and its uses. Thirty-eight of our subjects said they had money to spend when they were children, 18 as a regular allowance. In the present families, however, all 56 of the children of five years or over had money to spend, with 53 of them receiving it as a regular allowance. Our subjects did have the opportunity to handle money when they were young but now, with their own children, see that regular amounts encourage children to plan ahead, and save for future use.

Children of our subjects are themselves looking after certain necessary expenditures, the older being responsible for more and different items than the younger. Some specific responsibilities were: carfare, milk and lunch money, bicycle repairs, church and Sunday school collections, club dues, donations, and clothing. Unfortunately there were very few adolescents in our study. In trying to get a picture of our subjects' childhood responsibilities, we felt that there might be a fairly accurate recall about purchasing clothing and asked about this item only. Thirteen parents stated they had never as children purchased clothing by themselves. Twenty-seven had done so between the ages of 10 and 17 years. Twenty-six had never known a clothes allowance. We need to know more about the way in which our children today are handling such responsibilities. A plan by which a child takes increasing responsibility for his affairs should include the gradual undertaking of all his own expenses such as clothing, entertainment, travel, sports, recreation, education, and room and board. By the time a young person is ready to support himself, he should have learned through experience how to get along on his salary and what is involved in family planning.

Answers to the questionnaire indicate that these parents may appreciate more than their own parents the learning through logical consequences that is possible with respect to money. Thirty-one of the 42 individuals got more money from *their* parents by asking for it; twelve of these, a much smaller proportion, say they yield today to requests for more money by *their* children. If parents will estimate quite carefully with each child a regular allowance, part to cover certain stated necessary expenditures and part to spend as they wish, they will be helping him to learn to choose and to accept consequences. But when they supplement his allowance to

make up for unwise or regretted choices, they will be hindering such learning.

And so—what do we think we've learned about money? We think that the few parents in our study are, a little more than their parents, involving their whole families in the management of and discussions about money; they are also in a more systematic way helping their children to discover the uses of money, and to experience the consequences of their choices with respect to money.

However, as we pointed out earlier, a mere handful of parents have furnished us with the data from which we draw the above picture. As well as being few in number, the parents in this study are selected. We are quite aware that the "average" parent does not attend child-study groups. It will be interesting to compare the results presented here with those obtained from an unselected group. For example, Lorie* found that of 20 adolescent girls, 9 were not allowed to be present while their parents discussed money matters, and the rest, though their presence was tolerated, were not expected to express opinions. Two only of these seventeen-year-old girls were themselves buying their clothes from a definite allowance.

Parents today are receiving "in-service" training in many ways. Popular magazines almost invariably include an article about children. Newspapers run syndicated columns and other articles about parents and children. Television and radio programmes bring right into the home, often to parents and children together, pictures and anecdotes of family living which must provoke thought as well as provide entertainment. The background theme that is emerging is "the democratic family." We see that these changes come about slowly; we have faith that they will come surely. We think that the picture we have presented here is an indication of what family money management will be in the future. Progress towards democratic family living can come only as we grow to appreciate a democratic philosophy and its possible applications.

*J. G. Lorie, "How 20 Adolescent Girls Think About and Use Their Money," unpublished study, Institute of Child Study, 1957.

BOOK REVIEWS

The Call of Algonquin, by MARY G. HAMILTON. Toronto, The Ryerson Press. 1958. Pp. 188. \$4.00.

This book breathes the true spirit of the North. Miss Hamilton writes of a world she knows and loves through years of living with its wildness and beauty. It is well for us to be reminded of a heritage we may take too much for granted and of its power for re-creation in the full sense of that word.

Miss Hamilton understands this. A pioneer in the field of physical education, she early saw the possibilities of camping as a new form of education. Beginning with the idea of giving children a healthful holiday with training in a variety of physical skills, she later came to think more of the social implications of camp life. Here was a place where counsellors and campers could learn to work together, to care for one another and the camp, to form a loyal and closely knit community. The War offered unique opportunities for such development. Encouraged by the Park Authorities, the campers worked on a variety of projects: building new campsites, clearing trails, guarding against fire, keeping the area assigned to them in good order. Mr. F. A. MacDougall, formerly Superintendent of Algonquin Park, now Deputy Minister of Lands and Forests in the Ontario Government, sums it up in his Foreword when he says: "This is more than a book about a camp. It is a philosophy of camping and camper training."

Parents will not only find THE CALL OF ALGONQUIN informative if they are considering camping for their children, but also that it is a book to have in the home for all the family to enjoy. (Our granddaughter, aged eleven, spent a morning reading it.) Printing and binding are excellent and it is illustrated with many beautiful photographs showing varied phases of camp life. Miss Hamilton calls it the Biography of a Camp, but it is also a very human, often humorous, story of one woman's devotion to camping as a means of building girls into women who will make a worthwhile contribution to their community and country.

Helen Bott
Formerly Parent Education Staff

Jeff and the Fourteen Eyes, by CATHRINE BARR. Henry Z. Walck, Inc., N. Y.; Oxford University Press, Toronto. 1958. Pp. 32. \$2.50.

JEFF AND THE FOURTEEN EYES is a funny-interesting book. We liked the bunny and the baby deer that came to look at Jeff when he was sleeping in his tent. They didn't frighten us. If we went camping, we wouldn't be scared of little animals - and there are no such things as ghosts! It was a good story and we'd like to keep the book in the Kindergarten.

The Kindergarten
St. George's Elementary School

A Parent's Guide to Children's Reading, prepared by NANCY LARRICK; sponsored by the National Book Committee, Inc., New York. Garden City, Doubleday & Company, Inc. Hard-bound edition: \$2.95. New York, N. Y., Pocket Books, Inc. Paper-bound Cardinal edition, 1958. Pp. 258. 35¢.

Here is a much needed reference book that covers numerous aspects of books and reading for young children. It will be invaluable to all parents and teachers who are interested in encouraging the wiser and wider use of books by children from two to thirteen years.

A detailed table of contents helps the reader find quickly the information that he is seeking. As well as general information on books and reading for the different age levels, the guide includes detailed lists of children's favourite books under four headings: (1) For children under six. (2) For children six to eight. (3) For children nine to twelve. (4) For family fun. Such lists will be useful in choosing or buying books for children.

This easy-to-read handbook, with well-chosen black and white illustrations from some of the children's favourite story books, attempts to answer many questions that parents and teachers ask continually, such as: How can television become an aid to reading? How can I help my child outgrow comic books? What is "reading readiness"?

This is indeed a parent's and a teacher's guide to children's reading.

Dorothy McKenzie
St. George's Nursery School

Developing Comprehension in Reading, Books 4 and -4, by MARY E. THOMAS. Toronto, J. M. Dent & Sons (Canada) Limited, 1957. Pp. 194; Pp. 178. \$1.85 each.

These two books are written for Grade 4 children: "4" for those who read at Grade 4 level, and "-4" for those who read at a slow or low Grade 4 level. The two contain the same stories and questions, but in "-4", the stories are easier to read and understand. This arrangement of reading levels makes it possible for the books to be used with the class as a whole. They are a challenge to the good reader and, at the same time, an encouragement to the less able child. The entire class enjoys the illustrations by Jerry Lazare.

By providing material which will develop and consolidate good comprehension in reading - and not just the mastery of words - Mary Thomas' books should meet the needs of most Grade 4 teachers.

Reading Through Phonics, Book III, A Phonic Workbook, by GEORGE N. EDWARDS and ROSALIND H. EDWARDS. Toronto, J. M. Dent & Sons (Canada) Limited, 1957. Pp. 77. 80¢.

This workbook is designed for use with Grade 3 readers. It provides a step-by-step development in word analysis. The work in it includes syllabication, alphabetizing to the second letter, the addition of suffixes and prefixes and contractions in which one or more letters are omitted.

The directions needed before the working of each page are simple so that teacher-explanation is kept to the minimum and the children have the opportunity to gain an increasing sense of independent achievement.

The Edwards are to be congratulated on this, their fourth in a series of five READING THROUGH PHONICS workbooks.

We Live in Green Wood Village, by M. W. HOLMES; kodachromes by GEOFFREY FRAZER. Toronto, J. M. Dent & Sons (Canada) Limited. 1958. Pp. 196. \$2.00.

This is a social studies textbook for Grade 2. The stories tell of the nature and working of the community in which we live - urban and rural - and aim, without moralising, to develop desirable social attitudes in the children. This reviewer felt there was room for more detail in parts, but that perhaps this roominess was intentional - to provide jumping-off places for independent investigation.

The natural colour photographs are a most agreeable innovation in a text. Mr. Frazer's pictures add greatly to the interest of the book and provide good material for discussion.

Barbara Willis
St. George's Elementary School

The Builder, by MARIAN D. JAMES and ULAH B. JACOBSON. Toronto, J. M. Dent & Sons (Canada) Limited. 1958. Pp. 32. 85¢.

THE BUILDER represents well Dent's Canadian All Series, prepared by educators for kindergarten and the early grades. Its binding is sturdy and brightly labelled; its full-page photographs seem carefully selected and, in combination with large, clear type, tell simply the complexity of - in this case - the builder's job. Home and school could stock this series to advantage.

Animals 'Round the Mulberry Bush } retold and illustrated by TONY PALAZZO; N. Y.,
The Little Red Hen } Garden City, Garden City Books; Toronto,
Doubleday Publishers. 1958. \$1.25 each.

Here are two new "Tony Palazzo Nursery Classics" and it is a pleasure to see such delightful, clear and bright illustrations in relatively inexpensive editions. *ANIMALS 'ROUND THE MULBERRY BUSH* is a novel adaptation of a traditional nursery song. Children who are familiar with the original song will enjoy this story's variations all the more. This edition is not a substitute for the nursery classic; rather, it is a supplement.

The text of THE LITTLE RED HEN is very close to the original and the few additions do in fact add to the traditional classic. This modern edition is excellent and sure to be found under many a Christmas tree this year.

Homes) written and illustrated by VIRGINIA PARSONS. N. Y., Garden City, Garden
Night City Books; Toronto, Doubleday Publishers. 1958. \$1.25 each.

Both these simple "Happy Nursery Books" have been written for the two and three-year-old, yet the fascinating and sometimes highly detailed illustrations will interest older children too. In fact, one could build a whole story around each picture, and what a splendid series this would make!

In reading these stories to children, the parent or teacher will be well-advised to enlarge on the text in his or her own words, in order to satisfy the curiosity and interest that the illustrations arouse in young listeners.

Dorothy McKenzie
St. George's Nursery School

Your Child and You,* by SIDONIE GRUENBERG. Gold Medal Pocket Book, New York.
Fawcett Publications, Inc. 1950. Pp. 212.

A Guide for Solving Childhood Problems - such is the subtitle on the practical plastic-finished cover of this book.

Every mother, especially with the first child, is looking for help with her new time-consuming role; her bookshelf would be a more knowledgeable one if it contained this little book by Sidonie M. Gruenberg. Mrs. Gruenberg's easy style and everyday language (rather than technical terms) make this straightforward and reassuring bedtime or relaxation reading. It is heavy neither to hold nor to read. The chapters are set out by subjects rather than by age, so if the problem of the moment is temper tantrums, for example, mothers may quickly look it up and deal with it - almost immediately. Most of the book is about the pre-school child, but the final chapters: *When Your Child is Different*, *Your Children and Divorce*, *Juvenile Delinquency is Everybody's Problem*, are sensible and thought-provoking for parents of children of any age.

Joyce Wry
Parent Education Associates

*available at the Parent Education Associates' Bureau, 983 Bay Street.

The Golden Phoenix, and other French-Canadian Fairy Tales, collected by MARIUS BARBEAU; retold by MICHAEL HORNYANSKY; illustrated by ARTHUR PRICE. Toronto, Oxford University Press. 1958. Pp. 144. \$3.00.

The charm and freshness of this collection of eight fairy tales will delight the hearts of children and adults alike. The translator is to be congratulated on the manner in which he has conveyed the spirit of the tales in the English language.

The reader's imagination is quickly captured by the unfolding of fabulous images and happenings which carry him off into the realms of improbability. Yet always there is that essence of truth in the characters which gives them a particle of personal and contemporary relevance. Sentences are short and crisp, enlivened by a nice selection of descriptive adjectives, but free from meaningless superlatives. The plots are simple and witty, yet filled with suspense and breathtaking anticipation. There are rhymes, conundrums and "Open Sesames" and, true to tradition, the good are rewarded and the unfaithful and greedy reap the consequences of their misdeeds.

Perhaps the most attractive quality of these tales lies in the absence of cruelty, malice and bloodthirsty revenge. Readers will enjoy the sweet song of the Golden Phoenix, the Princess of the Seven Splendours and the Talking Horse.

The substance of these tales is to be found in the folklore of many lands, but this particular collection originated in France. They were brought to Canada by the early settlers and have flourished and remained bright and lively amongst the people living in the Lower St. Lawrence River districts.

Joyce Cornish-Bowden
St. George's Elementary School

Art Therapy in a Children's Community, by EDITH KRAMER. Springfield, Illinois, Charles C. Thomas; Toronto, The Ryerson Press. 1958. Pp. 231. \$6.00.

Paintings by the disturbed boys in the Wiltwyck School for Boys, a treatment home near New York City, are reproduced in black-and-white and coloured plates and discussed in relation to case histories in this rather specialized book. Miss Kramer, the author, shows through her discussion that these boys, ages eight to thirteen, are able in their paintings to communicate to the skilled therapist inner turmoils unrevealed in any other way. She feels that an analyst who studies their work in the Home over a period of time can gain insight into their separate distresses and the ways in which their particular problems have been faced.

Miss Kramer's deep interest in art and her understanding of painting in relation to disturbances combine to form a very interesting book. ART THERAPY IN A CHILDREN'S COMMUNITY serves to emphasize the contribution of art therapy in understanding the child - in relation to his therapist, to his peers, and to himself. When all other forms of communication fail, colour, form and design in paint can provide a foundation for achievement, as well as a signpost to development. Miss Kramer writes authoritatively to a select reading public.

Helen Band
Bloor Street United Church
Nursery School

The Adolescent Views Himself, A Psychology of Adolescence, by RUTH STRANG.
Toronto, McGraw-Hill Book Company, Inc. 1957. Pp. 581. \$9.10.

Many comprehensive and authoritative books have been written on adolescence. Dr. Strang, however, approaches the subject from an entirely new viewpoint: that of adolescents themselves.

Original data gathered from individual adolescents at a variety of social, economic and educational levels are used extensively to present the various aspects of development as they occur in different environments. Through these, the reader gains insight into the problems which confront those in the transitional period between childhood and adulthood. Descriptions and comments given in freely written compositions, discussions and interviews, reveal not only how adolescents view themselves and the world in which they live, but also their thoughts and feelings about that world, the people they meet and the future they feel faces them. Their attempts at solving their own problems are indicated, too. What stands out - in spite of the many characteristics in common - is the uniqueness of each individual adolescent.

The author draws on previous research and psychological literature to supplement and interpret these findings.

Each chapter is summarized in a paragraph called "Concluding Statements", and followed by comprehension questions and suggestions for study. A fine bibliography for further reading is included.

This is a most exciting book for all those professionals who are interested in or studying adolescents. The fact that it is a piece of research, with all the details and discussions necessarily included, means that it will meet the needs of the selected parent only. However, in addition to giving insight into adolescent thinking, THE ADOLESCENT VIEWS HIMSELF should prove an invaluable help to leaders in evolving effective principles of guidance.

Frances L. Johnson
Parent Education Division

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PARTIES FOR PRE-SCHOOLERS

By DOROTHY MCKENZIE and JOCELYN MOTYER RAYMOND

Teachers, parents, grandparents, aunts, uncles—all who live or work with young children—will enjoy this book about what makes children's parties enjoyable. It is entertaining to read and packed with useful ideas for planning the kind of party that is fun but not frazzling. Pre-school parties are important both for the children's present delight and for their future social skills; that is why youthful festivities do not require fancy food or intricate decorations, but must be carefully planned. \$3.95

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MEASURING SECURITY IN PERSONAL ADJUSTMENT

By MARY D. AINSWORTH and LEONARD H. AINSWORTH

This study is part of an extended research project carried on at the Institute of Child Study, University of Toronto, under the direction of Dr. W. E. Blatz, and guided by his theory of personality development, in which the concept of security has a focal position. A brief account of the theory upon which the rationale of the tests was based is first given; then follows an account of the methods used in constructing the revised tests, describing their basic structure, the formulation of items, the instructions, and the methods used to check the validity of the items in terms of internal consistency. This book will be of importance to psychologists, since measurements in these areas are most difficult to obtain. Teachers, parents, and others concerned with the understanding and assessment of human behaviour will also find it of interest.

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